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ABSTRACT

This book profiles 74 intergenerational programs in the United States. The programs range from basic tutoring projects to a sophisticated corporate-based day care center. Project selection was based on replicatable programs involving mutually beneficial exchanges. Grouped by subjects, profiles include programs targeting both young and old. Most profiles conclude with a list of resources available from the program's originator. A contact person for each organization is provided for individuals or groups wanting further information. A resource section at the end of the book provides more general information. Topics addressed include: (1) "Connecting the Generations"; (2) "Overcoming Isolation"; (3) "Becoming Mentors"; (4) "Educating Each Other"; (5) "Coming Together through the Arts"; (6) "Sharing Histories"; (7) "Staying Healthy"; (8) "Supporting Families"; (9) "Developing Job Skills"; and (10) "Serving the Community." (Contains a section on resources, and two indices listing age groups served and a state directory of programs.) (EH)

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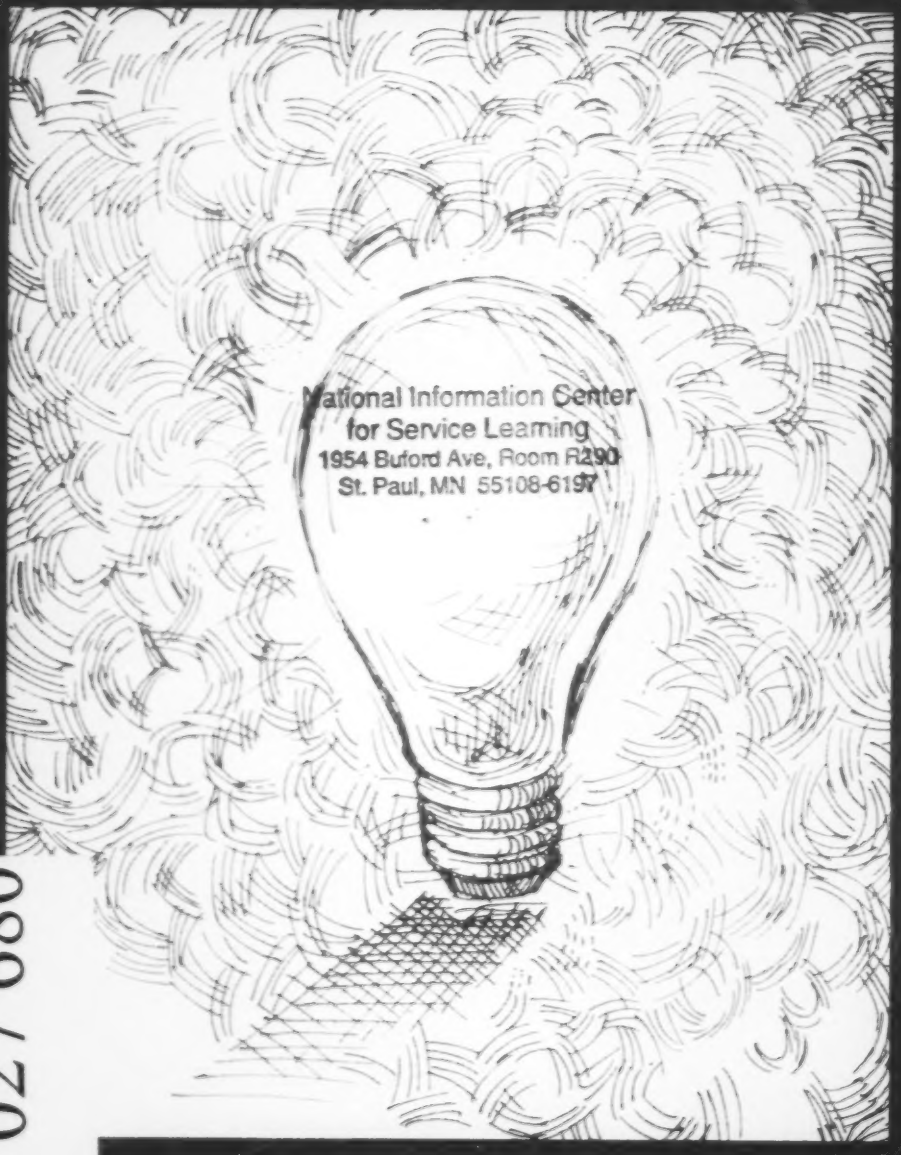
INTERGENERATIONAL PROJECTS



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IDEA BOOK

A Guide Published by the American Association

INTERGENERATIONAL PROJECTS

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American Association of Retired Persons

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for Service Learning
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St. Paul, MN 55108-6197

AARP is the nation's leading organization for people age 50 and over. It serves their needs and interests through legislative advocacy, research, informative programs and community services provided by a network of local chapters and experienced volunteers throughout the country. The organization also offers members a wide range of special membership benefits, including *Modern Maturity* magazine and the monthly *Bulletin*.

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INTRODUCTION

In cultures all over the world, extended families have long been the norm. Grandparents, parents, and children live together and form networks of economic, educational, and cultural interdependence. Grandparents share their values and experience with their children, provide care to their grandchildren, and serve as a knowledge base for family, religious, and cultural traditions. Parents provide economic support to both their children and their parents. And children share their energy and enthusiasm with their older relatives and learn to be productive members of society as they participate in family life. When the entire life cycle is represented within one family, aging is a natural and positive part of life.

America used to be like that too. But as our society becomes more and more mobile, the generations become less likely to have the kind of everyday contact our pioneer ancestors depended on. Grandparents often live far away, with opportunities for interaction limited to special occasions. As a result, families can no longer take for granted the support of close intergenerational ties. These changes in the extended family have coincided with other social trends. Greater numbers of mothers are working outside the home. Single-parent homes are not unusual. And activities that once pulled families together—tasks like caring for frail elders, minding small children, and teaching cultural history—are often delegated to paid professionals, institutions such as nursing homes and schools, and government-funded service providers.

The intergenerational contact missing from today's family life is not easily found in other parts of our society. Children spend their days with other children, with different age groups isolated in separate schools. Adults work in workplaces dominated by other people their own age. Special seniors-only communities, residences, and social centers complete the trend. We tend to segregate the generations even when they share similar needs. People with Alzheimer' disease and

young children, for instance, share a need for supervision but seldom share the same facilities.

This lack of intergenerational contact allows each generation to see itself as a separate community rather than an integral part of one larger community. In a time of diminishing resources, that attitude often leads to a sense of competition rather than cooperation.

What would happen if the generations started seeing themselves not as separate teams but as players on a single team? That's already happening in intergenerational programs all over the country. In these programs, generations stop competing with each other and instead see that each has valuable resources to share. Older people's years of experience make them perfect candidates for tutoring schoolchildren, guiding troubled teens, and teaching young single parents better parenting skills. Young people's energy and exuberance make them excellent choices for cheering up lonely nursing home residents, taking on chores and errands, and sharing their familiarity with new technologies such as computers. Older adults and younger people are also teaming up to address community problems like the environment. When the generations come together in these ways, the results are overwhelmingly positive.

Getting Started

Successful intergenerational programs show that there are six areas to consider in developing a new project. They are:

DETERMINING PROGRAM NEEDS AND ESTABLISHING GOALS

A critical part of an intergenerational program is to find out what is needed in the community. This will allow new programs to have the greatest impact. You should use a systematic approach to determine the need you will address, and there are a variety of resources in the community to point you in the right direction. Since they conduct annual surveys, United Way agencies are a good source of information on the needs of both young and old. If you know what area you wish to work in, such as education or health concerns, agencies that provide these services should be able to identify community needs. After you have determined what the needs are, focus on what your group would like to accomplish — the goals you want to reach.

PLANNING

Clarifying the roles and responsibilities of participating organizations and agencies is critical from the start. Some factors that should be considered in program planning include: kinds of volunteer and staff positions needed (e.g., trainer, coordinator/recruiter, support staff); the structure of the program; how to promote the program; the amount of time and energy commitment needed; liability insurance and transportation. Another aspect of a successful volunteer program is input from the volunteers from the beginning. Volunteers will more likely participate in the program if they are part of the planning. They will feel responsible and committed to ensuring a successful outcome and will also be able to share in the recognition the program receives.

Promoting your program will serve two major purposes — to inform the public that your program exists and to help recruit volunteers. Advertising can be an ad in your local paper, or announcements and notices in senior centers and places of worship.

Insurance can be a protection to both the volunteer and the program. Check with your local government about legal obligations. Liability coverage is available through some associations, schools, and corporations that sponsor programs or volunteers.

Coordinating transportation for project volunteers may be important to the success of the program. Assisting volun-

teers by reimbursing transportation cost, having information about public transportation routes, or arranging regular van service could be an attractive incentive to potential volunteers.

RECRUITING AND TRAINING VOLUNTEERS

A volunteer recruiter must be able to convince older adults that they have a great deal to contribute and receive by participating in an intergenerational program. Recruiting volunteers may be easier if they are asked to commit for a limited time. Recruitment should be developed as an ongoing process. A recruitment application should be developed to help select the best candidates and to keep a record on potential candidates. Include questions about skills, availability, transportation requirements, interests, and concerns. A position description outlining the volunteer's role and the amount of time required is helpful.

Some organizations such as local community agencies, schools, state and local governments, unions, corporate headquarters, local organizations for senior citizens (e.g., AARP), and other volunteer programs that use older persons (e.g., RSVP) may have programs designed to assist volunteer projects. They may even be able to provide instructors to train trainers for a particular program.

After recruiting, you need to: 1) set up an orientation to communicate the objectives and plans of the program, 2) acknowledge the diversity among the volunteers and the benefits of being a diverse group, and 3) express the importance of the volunteers and the job they will do. Initial training will be necessary to familiarize volunteers with procedures, reporting, and sensitivity to working with different age groups. Also, arrange periodic "staff" workshops offsite to discuss topics relevant to the project. These workshops might include status reports, acknowledgment of accomplishments, areas of concern, and meetings for volunteers to share their experiences and to get acquainted. If special training is required, (e.g., CPR certification) make sure the volunteers understand what the training entails and the time commitment needed to complete certification.

PROGRAM FUNDING

Outside funding may be necessary to support your program. Private foundations, corporations, and community organizations can be sources of financial support. A person with fundraising skills can be a valuable addition to a program advisory committee.

RECOGNITION

It is important to let your volunteers know that you appreciate them and their efforts; this can be the single most important factor in retaining them. Keep in mind the reasons why your volunteers are there and the needs that are being met through their service. Recognition can be shown in many ways — from a letter of appreciation to an awards ceremony.

EVALUATION

Collecting data throughout your program from interviews, project practices, and volunteer activity reports can be a valuable process. Using this data can help you determine whether or not your program is meeting the goals set for it, let you know if your volunteers are happy and if the needs of the young people have been met. Such information can be very useful in seeking further funding.

Whatever their form, programs that bring the generations together improve the lives of everyone involved. Children receive the nurturing and one-on-one attention they may need. Teenagers receive guidance, emotional support, career ideas, and academic help from people who have successfully weathered the storms of adolescence. Older people keep their skills sharp, pass on cultural traditions, and replace feelings of isolation with a sense of being needed.

Intergenerational programs translate into community-wide benefits. The generations come to respect and understand one another and to ad-

vocate for community needs. Stereotypes are dispelled and a spirit of partnership is rekindled. By tutoring schoolchildren, for example, older people help ensure the academic success and employability of our country's future citizens and workers. When youth volunteers provide needed services, such as home repair, light housekeeping, and companionship, older persons living alone can remain independent in their own homes. By taking over where other programs leave off, volunteers can fill gaps in social services. And because shared services like intergenerational day care centers are more cost-effective, intergenerational programming means there are more resources to go around.

The future of intergenerational programming is promising. As the number of older Americans increases, intergenerational programs will become more and more common. Hundreds already exist. This Intergenerational Programs Idea Book profiles 74 of these programs. Designed to inspire new efforts, the book highlights programs ranging from basic tutoring projects to a sophisticated corporate-based day care center. In making the project selections, emphasis was placed on replicable programs involving mutually beneficial exchanges. Grouped by subject, profiles include programs targeting both young and old. Most profiles conclude with a list of resources available from the program's originator. A contact person for each organization is provided for individuals/groups wanting further information. A resource section at the book's end provides more general information. Several indices allow you to find profiles easily, whether you want to look at programs serving a specific age group or just want to find a nearby project to visit.

Use this guidebook to develop new intergenerational programs, expand or improve upon existing programs, or become involved with one of the programs described.

Feel free to share this guide with others in your community who share your commitment to bringing the generations together. And good luck in your efforts!

PROGRAM

DESCRIPTIONS

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Annual Intergenerational Learning Retreat

The Annual Intergenerational Learning Retreat has brought the generations together for programs on Temple University's campus since 1980. Seventy-five participants, whose ages have ranged from 14 to 100 in past programs, spend five days with each other. Activities include workshops, small group discussions, song and dance, sports, storytelling, and improvisation. Participants pay a registration fee, which includes room and board. Some participants receive full or partial scholarships.

CONTACT
Steve Tunick
Center for Intergenerational Learning
Temple University
1601 North Broad Street
Room 206
Philadelphia, PA 19122
(215) 787-6709

Cassette Pal

The Cassette Pal program promotes intergenerational friendship through the unusual medium of cassette tapes.

Nursing home and school staff identify participants among nursing home residents and students ranging in age from kindergartners to high schoolers. Following an orientation and training by the local Retired Senior Volunteer Program (RSVP) coordinator, partners exchange semimonthly or monthly tapes. In-person visits allow participants to share activities to supplement the thoughts and emotions they share by tape.

Participating facilities usually provide tape recorders and tapes. According to the current coordinator, volunteers can add to the program's success by using friendly visiting time to help nursing home residents make their taped messages.

RESOURCES
A participant handbook and sample administrative forms are available at no cost.

CONTACT
Lorrie Zabludoff
Retired Senior Volunteer Program of Montgomery County, Inc.
531 Plymouth Road
Suite 517
Plymouth Meeting, PA 19462
(215) 834-1040

Electronic Generation Connection

Senior center participants and fifth grade students in the Bloomfield Hills, MI, School District have an innovative way of communicating: they use computers at senior centers and schools to come together via the school district's computer bulletin board system. The program begins with a training session that explains how the system works; a few hands-on word processing practice sessions follow. A coordinator then matches each senior with a student, and the electronic correspondence begins. Over five sessions, students tell their partners about their lives and ask a series of questions. Using what they learn about their older partners, students create biographies. At a special gathering at the end of the school year, students present their writings to their new friends.

A senior center volunteer oversees scheduling and answers questions. Eventually, the school district hopes to use high school students interested in computers as aides to seniors who need extra help with this often unfamiliar technology.

RESOURCES

A program description and sample interview questions are available.

CONTACT

Nancy Kuzma
Mature Minglers
Bloomfield Hills School District
7273 Wing Lake Road
Bloomfield Hills, MI 48301
(313) 932-6235

Interage Luncheon

Like dinnertime for the extended family of our cultural past, Interage Luncheons encourage informal communication and understanding between the generations. Drawn from schools and religious groups, participating children range in age from kindergarten to grade 12. Before the luncheon, they receive an orientation that includes role-playing typical interactions with older people. Children bring their own lunches to a meal site for seniors. After eating, participants play interactive games.

RESOURCES

A manual describing 10 intergenerational programs is available for $20.00.

CONTACT

Jean Rose
Scotia-Glenville High School
Sacandaga Road
Scotia, NY 12302
(518) 382-1231

Intergenerational Partners Program

The Intergenerational Partners Program combats intergenerational misunderstanding by bringing fourth graders and older people together at local senior centers. Paired for the school year, the program's participants meet monthly for a one-and-a-half hour program. During the first session, volunteers visit schools and children visit the senior center. At the final session, participants share a picnic. In between, participants engage in reminiscence, paint to music, and engage in other activities that appeal to both generations.

Since its beginning in 1989, the program has expanded its scope. Participants now come together in quilting clubs, running clubs, and joint service projects, as well as at the monthly programs. Other spin-off programs include an intergenerational arts camp, oral history projects, and visitation programs with preschools and day care centers.

RESOURCES

Bibliographic information for two articles about the program is available.

CONTACT

Wini McDuffie
Intergenerational Programs
of Senior Neighbors of
Chattanooga, Inc.
10th and Newby Streets
Chattanooga, TN 37402
(615) 755-6105

Lunch Buddies

Lunch Buddies matches older people and elementary school students who share common interests. Partners meet monthly at a Lunch Buddy

Day hosted by the local senior center. The partners eat lunch, which is catered by the local high school, and then watch a program. Senior center groups, such as the quilting club, harmonica group, and pattern dancers, take turns hosting Lunch Buddy Day and presenting programs based on their groups' activities. Although the program's primary goal is to promote intergenerational friendship, the program also allows seniors to meet each other and see the range of activities offered by the senior center.

If partners want to meet more frequently, seniors can visit students at their school on a designated day each week. After sharing lunch in the school cafeteria, partners may tour the school, talk in the school's media center, go to a nearby library, or work together in the school's computer lab.

CONTACT
Susan Snyder Drenning
Upper Arlington Senior Center
City of Upper Arlington
1945 Ridgeview Road
Upper Arlington, OH 43221
(614) 481-8829

Sharing and Caring

Sharing and Caring recruits residents of an apartment building for seniors to lead workshops for children in a nearby public school. Once the building's manager identifies talented residents, the school's staff interviews interested volunteers and provides teachers with a list of available workshops. At the beginning of the school year, students are assigned to a workshop of their choice. Small groups meet with volunteers weekly to learn skills like stitchery, baking, art, and jewelry-making. Participants come together as a whole in monthly dance sessions and sing-alongs.

The program integrates information about aging into ongoing activities and uses films, books, and articles to give children a positive view of aging. To reinforce children's new understanding, the program includes an oral history project. Using an interview form they develop, students tape seniors' responses to questions about their lives and careers. As a follow-up, students write biographical sketches of the volunteers and work together to create a mural with an intergenerational theme.

RESOURCES
Written materials are available. Contact Kingsbridge Heights School for ordering information.

CONTACT
Betty Cohen
Kingsbridge Heights School, P.S. 86
2756 Reservoir Avenue
Bronx, NY 10486
(212) 8220-8310

Wild Friends

A Wildlife Education Strategy for Youth and Elders

The Center for Wildlife Law, part of the University of New Mexico Institute of Public Law, has developed an innovative approach for meeting the needs of today's youth for inspiration and motivation, and the needs of seniors to share their knowledge and experiences with another generation. "Wild Friends" is a community organizing project designed to reach out to both youth and senior citizens through a program that expands their view of the world and themselves, and teaches participants that they can make a difference in this world and in their own lives. The Wild Friends program offers a motivational and creative approach that has infinite flexibility for adaptation in many communities.

RESOURCES
A manual describing the program is available for $19.95.

CONTACT
Ruth Musgrave
The Center for Wildlife Law
Institute of Public Law
1117 Stanford NE
Albuquerque, NM 87131
(505) 277-5006

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OVERCOMING ISOLATION

Participation in the workforce generally ensures that adults enjoy some daily social interaction. Young and old, however, are frequently isolated. And with services like child care and elder care often delegated to professionals, even the family can't always provide the kind of contact children and elders need. In families where both parents work, or where there is only one parent, children may come home from school to empty houses. Visits to elders in long-term care facilities may be few and far between. By bringing children and elders together over the telephone or in-person, intergenerational programming allows these groups to reduce each other's isolation.

Friendly Listener Intergenerational Program

Developed in 1985, the Friendly Listener Intergenerational Program (FLIP) represents one community's response to concerns about afterschool safety. On agreed upon days and times, third, fourth, and fifth graders call older volunteers to check in and chat. If a child doesn't call, the assigned volunteer follows an established procedure to investigate. Although most of the children participate because they are home alone or with young siblings, some call just for contact.

Coordinating the program with help from school administrators and social workers, the Retired Senior Volunteer Program (RSVP) screens and trains all volunteers. The program begins with an orientation for both volunteers and participants; if volunteers are homebound, orientations take place in their homes. An advisory committee comprised of school representatives, volunteers, parents, and RSVP staff meets every other month. Volunteers participate in quarterly support groups.

RESOURCES

Manuals for trainers and participants are available.

CONTACT

Retired Senior Volunteer Program
of Dane County, Inc.
517 North Segoe Road, Suite 210
Madison, WI 53705-3108
(608) 238-7787

Grandma, Please

Originally created in 1985 to provide volunteer opportunities to homebound seniors, Grandma, Please is a telephone reassurance program for children home alone after school. From 3:00 to 6:00 on school days, children aged seven to 14 can call a central number and ask for "Grandma, please." An operator connects callers to "grandmas" or "grandpas" on call in their own homes. To further promote the formation of friendships, children can even reach "grandparents" who are not on call by specifically requesting them. Children use the service when they are lonely or bored, when they need help with their home-

work, when a problem arises, or when they just want to talk. Volunteers respect callers' privacy unless a situation demands intervention. There is no cost for the program, which is publicized at schools, libraries, and other community sites.

A gerontological social worker screens and trains all volunteers. During call-in hours, a supervisor is available to answer volunteers' questions and address any special needs.

RESOURCES
Send a self-addressed, stamped envelope for information about costs and ordering of manuals and other materials.

CONTACT
Monica Glaser
Uptown Center Hull House Association
4520 North Beacon Street
Chicago, IL 60640
(312) 561-3500

Intergenerational Service-Learning Project

Developed in 1981 with funding from the National Council on the Aging, the Intergenerational Service-Learning Project connects college students to older people both frail and active. Students are paired with active older volunteers who serve as "senior companions" to frail elders. The students receive training in communication skills, eldercare resources, and the Senior Companion program. They also view films about aging and watch a slide presentation about the hearing and vision losses associated with aging. Once trained, students join their partners in weekly visits to homebound seniors.

During their visits, students identify any problems the homebound seniors face and work with their partners on ways of resolving problems during subsequent visits. Students prepare and submit weekly reports that summarize their visits and activities. At the end of the eight-week program, students undergo debriefing sessions, receive additional training and host a party for their partners.

RESOURCES
A final report of the original project is available at no cost.

CONTACT
Robert Bringle
Purdue University
1125 East 38th Street
Indianapolis, IN 46205
(317) 274-6753

Josephine Sunset Intergenerational Child Care Center

The Josephine Sunset Home Child Care Center's primary purpose is to provide a unique child care program that will benefit the nursing home residents, the child, and their families through mutual interaction. The licensed child care center, which operates on a non-profit basis, is housed within the nursing home and in adjacent facilities. This intergenerational program provides learning experiences for both the residents and the children. The children and adults develop and maintain a positive self-image while participating in mutually beneficial activities.

RESOURCES
A program brochure is available on request.

CONTACT
Diane Summers
Josephine Sunset Home
9901 272nd Place N.W.
Stanwood, WA 98292
(206) 629-4915

Key Calls

Begun in 1989, Key Calls uses the telephone to link the generations. Each morning at an appointed hour, high school students call their older neighbors and chat for a few minutes. If no one answers, students inform local police. The police check to ensure that all is well. Designed to improve students' view of aging and to promote intergenerational friendship, the program also helps frail elders continue living at home alone with confidence.

RESOURCES
A manual describing 10 intergenerational programs is available for $20.00.

CONTACT
Jean Rose
Scotia-Glenville High School
Sacandaga Road
Scotia, NY 12302
(518) 382-1231

Kids HELP

Kids HELP is a program that was created by the New Mexico State Agency on Aging to encourage positive interaction between preschool and school age children and elderly residents of long-term care facilities. The ultimate goals of the program are to improve the quality of life for residents of long-term care facilities through periodic contact with children, and to provide the children with a better understanding and appreciation of the aging process. Planned intergenerational activities such as arts and crafts, story/reading time, and other special activities provide an excellent opportunity for the children to practice their social skills and for the residents to share their wisdom and experience with the children.

RESOURCES
A complete program description with supporting resource materials are available upon request from the Director's office.

CONTACT
Michelle Lujan Grisham, Director
New Mexico State Agency on Aging
LaVilla Rivera Building
224 East Palace Avenue
Santa Fe, NM 87501
(505) 827-7640

Self-Esteem Through Service (SETS)

SETS is a service-learning project sponsored by Interages. It provides an opportunity for approximately 25 at-risk students in two local middle schools to work jointly with isolated, somewhat frail, elders residing in two senior housing facilities. The groups have been brought together to learn more about each other and to work on community service projects that benefit yet a third needy population, such as making sandwiches and soup for homeless shelters and making valentines for hospitals. Other activities include those that permit the students to engage in friendly visiting with the elders, such as learning about the games and the music of each generation. Both groups also exchange stories about their lives in an effort to better understand each other. These meetings, coupled with the joint community service projects, enable both groups to develop positive feelings about themselves and erase any negative stereotypes they have had of the other generation.

RESOURCES
A replication guide is available upon request.

CONTACT
I. Austin Heyman
Interages
Montgomery County
Intergenerational Resource Center
9411 Connecticut Avenue
Kensington, MD 20895
(301) 949-3551

Teaching Life Skills

The Kellogg Community Connection (KCC) is a series of intergenerational programs designed to meet the needs of "at-risk" community members by bringing together youth and the elderly. Through programs such as the Latchkey Program and Partnership in Education, Respite Program for Alzheimer's Participants and Caregivers, and Grandma's Hands (Grandpa's Too!!), senior volunteers help other community members by building self-esteem, teaching life skills, and empowering them to make changes in their own lives. KCC is funded by the W.K. Kellogg Foundation and coordinated by the Greater Southeast Community Center for the Aging. The Dr. Feelgood Van serves as a "pied piper" for isolated individuals, by providing health and social service information, and transportation for program participants.

RESOURCES
Written material on the program is available. Contact the Program Director's office for more information.

CONTACT
Robinette Livingston, Program Director
Kellogg Community Connection
3242 Pennsylvania Avenue, S.E., Suite 1
Washington, DC 20020
(202) 582-6888

West End Intergenerational Residence

The West End Intergenerational Residence (WIR) is a mixed-age housing, education, child care, and social service residence program serving 54 formerly homeless single-parent families and 39 low-income seniors. Twenty of the seniors are formerly homeless. Located on Manhattan's upper west side, the residence challenges many common assumptions about subsidized housing. WIR's on-site infant and toddler child care center helps mothers work toward their goals. Several of the older residents provide support to the families in residence. In operation since 1989, the program is unique and its development is recognized nationally as a model for service-enriched housing.

RESOURCES
Information on the program is available on request.

CONTACT
Nancy Biberman, President
Women's Housing and Economic Development Corps
300 E. 34th Street, 3rd Floor
New York, NY 10013
(212) 255-9325

Youth in Service to Elders

Youth in Service to Elders is a friendly visiting program that encourages relationships between people aged 14 to 22 and frail elders. The program's dual goal is to increase the elders' well-being and to improve the youths' feelings about themselves and aging.

Volunteers spend two hours each week visiting their older partners. They read out loud, help write letters or shop, play cards or board games, take walks, or just talk. Occasional special outings allow each pair to come together with other program participants. During these outings, participants sing together, garden, create ceramics, or take creative movement classes. Volunteers, who make at least a 12-week commitment to the program, attend training and debriefing sessions.

RESOURCES
A video and a guidebook, both called Caring for Each Other: A Way of Life, are available. Brochures, reports, and sample forms are also available for a small fee.

CONTACT
Sally Newman or James McCrea
Generations Together
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150

BECOMING MENTORS

Funding cutbacks mean that teachers are less able to provide one-on-one attention to their students. With increases in the number of working mothers and single-parent families, children may have a hard time finding someone to listen to their problems without distractions. All young people need individual attention, whether they experience language barriers or are having trouble with school or the law. Without it, they may drop out of school or suffer other forms of social alienation. Lifetimes of experience and time to spare make older volunteers the perfect resource for these children. Older persons serving as mentors are provided opportunities to remain useful and vital, and make a positive difference in their communities.

Intergenerational Bridges Project

Children who come to this country as immigrants often face intense pressure as they make the transition into a new culture. Without extra support, they may drop out of school or become vulnerable to drugs, gangs, and other problems. The Intergenerational Bridges Project provides that extra support by pairing newly-arrived, young immigrants with supportive older volunteers.

Once trained, these volunteer mentors meet with their partners once a week. One-on-one, participants work on acculturation, communication skills, and personal development. Program participants come together in groups for occasional social and cultural activities designed to enhance skills, overcome cultural and age barriers, and strengthen relationships.

RESOURCES

Program information is available.
A replication guide is available.

CONTACT

I. Austin Heyman
Interages
Montgomery County
Intergenerational Resource Center
9411 Connecticut Avenue
Kensington, MD 20895
(301) 949-3551

Linking Lifetimes

Initiated in 1989, Linking Lifetimes is a project that matches older mentors with "at-risk" youth and offenders aged 11 to 19. The project hopes to encourage groups to develop similar programs supporting vulnerable young people and allowing older people to continue contributing to society. As the project's national coordinator, the Center for Intergenerational Learning currently provides training and technical assistance to 11 Linking Lifetimes sites.

Coordinators at each site use culturally appropriate strategies to recruit mentors. Volunteers complete 10 hours of initial training, which is supplemented by ongoing sessions. Youths receive an orientation before being

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matched. Volunteers must make a one-year commitment and may receive stipends or reimbursement of expenses.

RESOURCES
A program development manual, a training video, and a promotional video are available for a fee.

CONTACT
Cid Prez-Randal or Anita Rogers
Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 787-6970

Mentors in Service to Youth

Mentors in Service to Youth (MISTY) ensures that the career and life experience of older people doesn't go to waste. The program instead shares that experience with middle school, high school, college, and graduate students. Mentors play a variety of roles. Some function as one-on-one tutors; others act as career role models. Still others serve as coaches for special projects or advisors to student professional organizations or study groups. Some intergenerational teams work on joint service activities.

A volunteer coordinator facilitates the program and develops close ties between schools and retiree groups, professional societies, service clubs, and businesses interested in school partnerships. A support team composed of representatives from each of these participating organizations helps MISTY run smoothly.

RESOURCES
Program materials are available on request.

CONTACT
Sally Newman and Mary-Jo Cliff
Generations Together
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150

Off Our Rockers

Developed in 1977 by the Senior Citizens of Greater Dallas and the Dallas Area Agency on Aging, Off Our Rockers encourages special friendships between older volunteers and students ranging from kindergartners to third graders. Spending at least an hour each week in the classroom, volunteers help students adjust to school, provide emotional support, and share their perspectives on life. Activities, such as sewing, storytelling, and arts and crafts, are based on volunteers' special skills. Other activities, such as reading and identifying numbers and colors, help develop students' learning abilities. The program's emphasis, however, is on simply giving students extra attention.

RESOURCES
A manual and other written materials are available at no cost.

CONTACT
Lisa Ward
Senior Citizens of Greater Dallas
2905 Swiss Avenue
Dallas, TX 75204
(214) 823-5700

Senior Motivators in Learning and Education Services

Started in 1977, the Senior Motivators in Learning and Education Services (SMILES) program gives older people a chance to volunteer in a variety of capacities in public schools. After training, volunteers serve as tutors, teachers' assistants, career consultants, and living historians, to children ranging from preschoolers to high school seniors. Volunteers also work with Head Start participants and other "at-risk" preschoolers. Combining the social and the instructional, the volunteers' activities take place within the classroom but are separate from other classroom activities. As interested and encouraging role models, volunteers hope to improve students' basic skills, discipline, self-esteem, and attendance.

SMILES also provides service opportunities to students who are encouraged to become pen pals and visitors of seniors at retirement centers and nursing homes.

RESOURCES

A brochure and program description are available at no cost.

CONTACT

Daphne Williams
Salt Lake City School District
440 East First Street
Salt Lake City, UT 84111
(801) 328-7346

Teaching-Learning Communities

Teaching-Learning Communities (T-LC) began in 1971 with the idea that the well-being and development of older people and elementary school children could be enhanced through regular contact. As a result, older volunteers now make weekly visits to local schools. During an hour devoted to intergenerational contact, volunteers teach children such skills as embroidery, woodworking, dance, and creative writing. Refreshments follow. Because the emphasis is on individual attention, each volunteer works with no more than five students.

In 1983, the program expanded into secondary schools. Volunteers in this component serve as mentors to students suffering the pressures of adolescence. By guiding and encouraging students, volunteers hope to prevent academic failure, substance abuse, pregnancy, and violence.

RESOURCES

A program manual is available for $10.00; a video for $35.00.

CONTACT

Carol Tice
Lifespan Resources, Inc.
1212 Roosevelt
Ann Arbor, MI 48104
(313) 994-4715 or (313) 663-9891

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EDUCATING

EACH OTHER

Funding cutbacks have hit educational programs hard. Teachers face larger and larger classrooms and fewer and fewer resources. Programs for refugees, immigrants, and others with special needs are feeling financial pressure. Fortunately, volunteers can make a difference in a variety of educational settings. Whether they are older people serving in schools or younger people instructing their older neighbors, volunteers can help fill gaps in educational and social services or simply help others learn exciting new skills. Of course, helping others learn means that volunteers can also hone their own skills.

AgeLink

Originally designed as a five-year demonstration project, AgeLink began as a way of linking the state's growing number of retirees with children home alone after school. Since then, the program has blossomed into a whole roster of afterschool activities in 11 sites. At some sites, volunteers help schoolchildren with their homework or tell stories. In other areas, volunteers check in with children by telephone or provide afterschool care in their own or children's homes. On the Cherokee Reservation, volunteers share skills and cultural traditions with young Native Americans. Seniors aren't the only volunteers, however. At some sites, adolescents serve seniors by sponsoring health promotion events and other community service projects. AgeLink screens and trains all volunteers.

RESOURCES

A replication manual and other written and audiovisual materials are available.

CONTACT

Monica Hinton
Center for Improving
Mountain Living
Western Carolina University
Cullowhee, NC 28723-9056
(704) 227-7492

Computer Ease Class

A collaboration between an elementary school and a nearby senior center, the program lets elementary schoolers show off their computer lab and computer skills as they teach older people basic computing skills. Students and seniors are paired for three 90-minute sessions. During the first, students guide seniors through a variety of basic computer programs. In the second, students introduce a graphics program and help their partners create personalized stationery. In the third, students share their word-processing skills and help the older people compose letters to grandchildren or others.

In addition to allowing the seniors to benefit from the services their taxes support, the program gives children a chance to develop positive attitudes toward older people, enhance their self-esteem,

and learn crucial skills like time-management and organization. The program is so successful that many seniors seek further training and return to the computer lab as volunteer assistants.

RESOURCES
A Computer Ease Program Manual is available for $15.00.

CONTACT
Susan Snyder Drenning
Upper Arlington Senior Center
City of Upper Arlington
1945 Ridgeview Road
Upper Arlington, OH 43221
(614) 481-8829

Dallas Older Volunteers in Education

Since the Dallas Independent School District founded the Dallas Older Volunteers in Education (DOVE) program in 1980, older people have been making a difference in the area's schools. They serve as tutors, classroom assistants, speakers, office aides, and even "granny bells" who telephone the homes of absent children to check in with them. Volunteers also create entertainment and instructional materials for classroom use. The volunteers decide what role to take and how many hours to contribute each week.

DOVE also prompts community service on the part of students. To show their appreciation of the older volunteers, students write them letters, decorate senior centers on special occasions, and entertain people in senior centers and nursing homes.

RESOURCES
A handbook and sample publicity materials are available at no cost.

CONTACT
Rosemary Morice
Dallas Independent School District
3700 Ross Avenue
Box 111
Dallas, TX 75204
(214) 824-1620

Dedicated Older Volunteers in Educational Services

The Dedicated Older Volunteers in Educational Services (DOVES) program recruits and places older volunteers in city schools to supplement the efforts of educational professionals. Trained on-site, volunteers tutor individual students and small groups, handle administrative tasks, monitor playgrounds, and help out in classrooms and libraries. They teach arts and crafts, dancing, languages, and other special skills. They prepare instructional materials, help out in the nurse's office, and organize special events.

DOVES' staff works with principals and teachers to identify needs. Volunteers choose their assignments and the number of hours they give each week.

RESOURCES
A manual and other materials are available for a small fee.

CONTACT
Sandra Johns
Los Angeles Unified School District
Parent and Community Services
Division of Human Resources
450 North Grand Avenue,
Room G-252
Los Angeles, CA 90012
(213) 625-6900

Intergenerational Programs of the Falls Church City Schools

Intergenerational programs began at George Mason Junior-Senior High School in 1984, when older volunteers started coming into the school as tutors. Since then, intergenerational programming has grown into a whole range of collaboratively developed activities.

The program changes each year to reflect the needs and desires of participants. Activities range from informal visits to formal conferences that include workshops, luncheons, and presentations. One innovative activity was a computer course called "Computer Generation." Designed to give students a chance to reciprocate seniors' volunteer efforts, the program encouraged students to tutor volunteers in computer skills and to deepen their friendships by exchanging messages on a computer bulletin board. In an ongoing program called

"Senior to Senior," senior high school students visit a senior center during the school day. This year, senior high school students and seniors will create a quilt that will be sold to benefit needy seniors.

CONTACT
Robin Hopes-Herrick
George Mason Junior-Senior High School
7124 Leesburg Pike
Falls Church, VA 22043
(703) 241-7676

Project LEIF

Project LEIF (Learning English through Intergenerational Friendship) brings together two groups in need: older immigrants and refugees who want to learn English and college students and other community members who want to gain confidence in their teaching skills.

Leaders in the ethnic community refer potential learners to the program, while professors and university administrators recruit tutors. The project provides training that focuses on techniques for teaching reading, writing, and conversation skills to people from different cultural backgrounds. Tutors meet with their partners for two to three hours each week and submit monthly lesson plans and reports.

RESOURCES
A manual and 20-minute VHS video are available for $25.00.

CONTACT
Tobi Hoffman
Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 787-6790

Project WRITE

Project WRITE (Writing and Reading through Intergenerational Teaching Experiences) works to improve the literacy skills of older people. Project WRITE's staff recruits people who want to develop their reading and writing skills from senior centers, through community organizations, and by word of mouth. The staff finds its tutors in college students, who commit three hours a week for at least a semester. Training covers both tutoring skills and sensitivity to aging issues.

RESOURCES
A training manual and other written materials are available.

CONTACT
Nancy Henkin
Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 787-6709

Senior Citizen School Volunteer Program

The Senior Citizen School Volunteer Program brings older volunteers into the classrooms of students ranging in age from kindergartners to high schoolers. Using older people as classroom resources, the program takes advantage of special skills, gives children a new understanding of aging, and strengthens the link between school and community. Volunteers tutor, teach new skills, help with special projects, and speak on subjects of personal expertise or interest. In variations of the program, volunteers work specifically with vocational students, "at risk" students, and others with special needs. Each volunteer contributes a minimum of one half-day each week.

The sponsoring organization, Generations Together, provides orientation and training to volunteers and teachers, technical assistance, and ongoing evaluations. A school liaison coordinates the program.

RESOURCES
A multi-media instructional package called The Best of You . . . The Best of Me and an implementation guide called Senior Citizen School Volunteer Manual are available.

CONTACT

Sally Newman or Linda Deafenbaugh
Generations Together
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150

Seniors Helping and Reinforcing Education

The Seniors Helping and Reinforcing Education (SHARE) program provides volunteer opportunities in public schools. Volunteers participate in any number of ways. Many serve as teachers' assistants or tutors who work one-on-one with elementary school children who need extra help. Others add their names to a list of speakers put together by a local service club at the beginning of each school year; they are then available to give presentations on a wide range of topics. Residents of senior homes can participate by becoming "grandparents" to local schoolchildren. The program also matches Hispanic elders with young Hispanic immigrants who need help learning English and new skills. The school system conducts training sessions and annual evaluations.

RESOURCES

A package of materials, including a brochure, a volunteer handbook, job descriptions, a record-keeping booklet, and a sample speaker's directory, is available for $55.00.

CONTACT

Sandra Wybranowski
Seniors Helping and Reinforcing Education
1440 Davis, NW
Grand Rapids, MI 49504
(616) 771-3460 or (616) 771-2581

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COMING TOGETHER

THROUGH THE ARTS

Often called the universal language, art can be a powerful force in bridging gaps between people of different ages, cultures, and abilities. In the form of theater, painting, writing, or other modes of expression, art gives old and young a chance to learn new skills and explore their creativity. Art can expose participants and audiences to ideas and emotions in a non-threatening way. And it can be the medium for passing on cultural traditions, such as quilting.

Art From the Heart of the City

Art from the Heart of the City uses art as a way of providing community service opportunities to children and elders. In one of the program's components, children and seniors join in making quilts under the supervision of professional quilters. Participants go on field trips and neighborhood walks before creating a quilt celebrating one aspect of city life, such as the transit system. Each quilt becomes the basis of a poster promoting the city and is donated to the organization that inspired it. The organization sponsors an appreciation ceremony and displays the quilt. While exposing children to the different career opportunities embodied by the organizations celebrated, the program also ensures that the cultural tradition of quilting will live on.

Another component consists of an intergenerational arts camp called "Kids at Heart." Eight- to 12-year-olds from homeless shelters and public housing projects and older people from group homes attend the eight-week camp. While exploring their creativity, performing community service, and enjoying recreational activities, participants rebuild a sense of community.

RESOURCES

A brochure and a packet of media clippings are available.

CONTACT

Norma Fleischman
District of Columbia Government
Office of the City Administrator
Room 351
2000 14th Street, NW
Washington, DC 20009
(202) 939-8747

Artist Resource Program

The Artist Resource Program is a community resource bank of visual and performing artists 50 and older who use their talents to enhance education in the arts. The program brings artists and teachers together to create curriculum-enriching art experiences in schools and at community sites. Working with individual students, small groups, and even entire classrooms, senior artists lecture, coach young artists, perform, demonstrate, and exhibit their art. A member of the school staff serves as an arts li-

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ison, recruiting participants from the arts community and working with teachers to fulfill their needs.

RESOURCES
Artist Resource Program staff can help local sites develop similar programs.

CONTACT
Sally Newman or Linda Deafenbaugh
Generations Together
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150

Building Bridges

Building Bridges is an after-school arts enrichment program that brings together adults over age 55 and children between ages seven and 13. In a supportive, family-like environment, artists and teachers lead workshops in visual arts, theater, dance and movement, music, storytelling, and folk art. Memories often provide the springboard for activities and serve as the "bridge" between generations. At the end of each 10-week session, participants share their creative projects with parents, friends, and community members at a special event.

Sponsored by a multi-arts educational center, Building Bridges uses person-to-person contact to recruit older participants. An intergenerational specialist trains staff in the importance of reminiscence and oral history and explores ways of involving people with special needs.

RESOURCES
Training, consultations, written materials, and photos are available.

CONTACT
Carole Wolf or Andrea Sherman
Mill Street Loft
12 Vassar Street
Poughkeepsie, NY 12601
(914) 471-7477

Dancers of the Third Age

Dancers of the Third Age is an intergenerational dance company that presents informal, participatory performances for audiences of all ages. Part of dancer and choreographer Liz Lerman's Dance Exchange, Dancers of the Third Age consists of 20 dancers who range in age from 22 to 94 and represent a wide variety of cultural backgrounds. Designed to challenge preconceptions about age and dance, performances usually include storytelling as well as improvisational dance as dancers use simple movements to relate their personal experiences. Dancers usually perform twice a week at schools, senior and community centers, theaters, festivals, and conferences. Some members also perform with Dance Exchange, an intergenerational company that offers formal theater performances and artists-in-residence programs throughout the United States and abroad.

RESOURCES
A program description is available from Dance Exchange.

CONTACT
Lanny Amigo
Dance Exchange
1746-B Kalorama Road, NW
Washington, DC 20009
(202) 232-0833

Folk Art Fairs

Intergenerational contact is a crucial way of keeping a cultural heritage alive. With this thought in mind, the Retired Senior Volunteer Program of Dane County and the Dane County public schools came up with the idea of folk art fairs. As a result, older volunteers have been creating fairs for elementary and middle school children since 1978.

Usually lasting an entire school day, the folk art fair typically takes place in a school gymnasium. Each hour, a group of 50 to 120 students visits the fair. For the first 20 minutes, they listen to "old-time" music played by volunteer musicians. For the rest of the hour, they tour various exhibits staffed by volunteers, ask questions, and take part in hands-on demonstrations. The emphasis is on arts, crafts, hobbies, music, and skills of the past.

RESOURCES

A manual containing guidelines, sample handouts, and administrative forms is available.

CONTACT

Linda Green
Retired Senior Volunteer Program of Dane County, Inc.
517 North Segoe Road, Suite 210
Madison, WI 53705-3108
(608) 238-7787

Full Circle Theatre Troupe

Made up primarily of high school students, college students, and older people, Full Circle Theatre Troupe uses improvisation to address personal and social issues. Emphasizing realism, performances feature scenarios that cut across the spectrum of age. Extensive training lets members create characters who can help audiences confront their own ideas about aging. Performances take place in schools, senior centers, community centers, and corporate settings.

RESOURCES

A 22-minute video is available.

CONTACT

Robb Hutter or Nancy Henkin
Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 787-6709

Intergenerational Arts Camp

Sponsored by a multi-arts educational center, the Intergenerational Arts Camp has grown steadily since it began in 1990. The program now involves hundreds of children aged four to 15 and older people who come together at several program sites from one to six weeks during the summer. Artists and teachers lead workshops in music, improvisational drama, storytelling, creative movement, poetry, folk arts, and visual arts. All activities emphasize personal experiences and cultural traditions, which helps dispel stereotypes and rebuild participants' sense of community. An intergenerational specialist trains staff in reminiscence and oral history skills and helps them find ways to involve people with special needs.

RESOURCES

Training, consultations, written materials, and photos are available.

CONTACT

Carole Wolf or Andrea Sherman
Mill Street Loft
12 Vassar Street
Poughkeepsie, NY 12601
(914) 471-7477

Stagebridge

With an average age of 70, members of the Stagebridge theater group are well-equipped to promote awareness of the issues older people face. Performing for school and community groups, Stagebridge draws upon a repertoire of 14 original plays. A play called Grandparents Tales, for instance, illustrates the worth of older peoples' stories. Stagebridge supplements its performances by engaging in dialogue with the audience and conducting classroom workshops. A guidebook helps teachers stimulate children's interest in exploring their own grandparents' oral histories.

A wide range of resources supports the group. A community college sponsors acting classes, for example. The Retired Senior Volunteer Program defrays actors' expenses. Stagebridge also receives funding from city, county, and state arts agencies; the National Endowment for the Arts; local foundations; corporations; and a group of regular contributors. Constantly striving to widen its support base, Stagebridge thanks its supporters with videos of performances and copies of letters from teachers and students.

RESOURCES

A collection called Plays for Young and Old, a Bibliography of Plays for Older Actors, and a Bibliography of Children's Books About Older Adults are available. A video about Stagebridge is also available.

CONTACT
Stuart Kandell
Stagebridge
2501 Harrison Street
Oakland, CA 94612
(510) 444-4755

Youth and Elders Inter-Act

Sponsored by a nonprofit organization of artists and educators, Youth and Elders Inter-Act uses expressive arts such as drama to bring the generations together. The program lets young and old explore each other's lives through improvisational enactment. Originally part of an eight-month pilot program in six schools, Youth and Elders Inter-Act is now held at schools and senior sites.

Workshop leaders begin by orienting young people to improvisation, "life-story drama," and old songs and dances like the Charleston. Next, the workshop leaders orient elders in the audience and pair them with students. Participants and members of a theater troupe made up of older people then interact and improvise life stories. The program ends with song and dance for all.

RESOURCES
A video documentary about the original pilot program, an activities book, and a semi-annual newsletter are available.

CONTACT
Rosilyn Wilder
Encomium Arts Consultants, Inc.
10 Clairidge Court
Montclair, NJ 07042
(201) 746-5184

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SHARING HISTORIES

For many students, history class means being forced to memorize long lists of dates. With this approach, it's no surprise that young people often complain that history has no relevance to their lives. Having lived through many of the events students study, older volunteers can change that attitude. Linking past and present, they can share the stories, photographs, and artifacts that make history live. In a culture in which grandparents and grandchildren are often separated by hundreds or even thousands of miles, such sharing may be the only chance to give young people a sense of cultural continuity and stability.

Elders Share the Arts

Elders Share the Arts uses drama and storytelling to explore intergenerational issues. The organization's "Rediscovering America" project brings students and senior center participants together in intergenerational living history theater. Through theater and oral history workshops, participants learn to overcome stereotypes of age, ethnicity, and ability. The "Pearls of Wisdom" project consists of older storytellers, who transform their family and personal experiences into living history at schools, senior centers, nursing homes, prisons, conferences, and festivals. Each of the "cultured pearls" represents a different part of New York City's rich cultural community. Using stories, songs, and short plays, performers explore such urban issues as homelessness, substance abuse, and grandparenting during the time of AIDS.

RESOURCES

Training manuals and program brochures are available. Videotapes are available for sale or rental.

CONTACT

Jeff Bliss
Elders Share the Arts, Inc.
57 Willoughby Street
Brooklyn, NY 11201
(718) 488-8565

Folkpatterns

Sponsored by 4-H, Folkpatterns is a cultural heritage project that encourages young people to investigate and document the cultural traditions and folklore of their communities and families. Older people serve as resources as youngsters learn how to conduct folklore interviews. Coming together at 4-H meetings, county fairs, folklife festivals, and other events, young and old explore such topics as games and stories, food, customs, and local landmarks. Participants present what they have learned to the community in the form of displays, notebooks, videos, and skits.

Although Folkpatterns stresses the development of research and communication skills, the program also contributes to students' understanding of their own identities. In addi-

tion, the participants' interaction with people from different cultures helps them learn to appreciate cultural similarities and differences.

RESOURCES
Three manuals, Folkpatterns 4-H Leader's Guide: A Cultural Heritage Program, Foodways, and Family Folklore, are available.

CONTACT
LuAnne Kozma
Michigan State University Museum
Michigan State University
East Lansing, MI 48824-1045
(517) 355-2370

Harvest of Friendship in Rogers Park

Once primarily a Jewish neighborhood, Rogers Park is now experiencing an influx of new groups. To encourage intercultural as well as intergenerational understanding, Harvest of Friendship in Rogers Park brought older Jewish residents and minority students together in interactive writing sessions.

Part of an ongoing series of intergenerational projects, Harvest of Friendship allowed participants to explore the immigrant experience of past and present and to improve their writing skills and self-esteem. Alternating between the Jewish Community Center and the school, participants wrote about their values and traditions. A theater group collected the writings and transformed them into a script, resulting in a play the participants performed at various community sites. The writings were also printed in a book.

RESOURCES
A manual and videotape showing the program from start to finish are currently being developed.

CONTACT
Karol Verson
Bernard Horwich Jewish
Community Center
3003 West Touhy Avenue
Chicago, IL 60645
(312) 761-9100

History Sharing Through Our Photographs

Since 1979, the History Sharing Through Our Photographs program has been giving older volunteers and students an innovative way to explore their personal histories. Over the course of a few weeks, older volunteers and classes of students ranging from kindergarten to high school-age share their family photographs with each other. Volunteers bring in photographs of their families and discuss the history implicit in each image. Students prepare a family tree with their own family photographs.

RESOURCES
A program manual discussing the basic program and several variations is available for $9.50. A 20-minute audiocassette and slide show are available for loan.

CONTACT
Lynda Ianni
Michigan Humanities Council
119 Pere Marquette Drive, Suite 3B
Lansing, MI 48912-1231
(517) 372-7770

Shared Lives

Developed in 1990, the Shared Lives program brings older people and junior high school students together to share memories and life stories. Targeting students at risk of academic failure, the program improves language skills by having students interview older partners and write about their lives. Volunteers benefit as well, since the program gives them a chance to review their lives and see things from a new perspective.

Lasting six weeks, the program revolves around 45-minute sessions. During the first three sessions, partners share mementos, photographs, and memories. During the fourth and fifth sessions, students conduct structured interviews. These interviews form the basis of brief written summaries of their partners' lives. At the final session, students present their partners with the biographies they have written.

RESOURCES
A replication guide is available.

CONTACT

I. Austin Heyman
Interages
Montgomery County
Intergenerational Resource Center
9411 Connecticut Avenue
Kensington, MD 20895
(301) 949-3551

Yesteryear

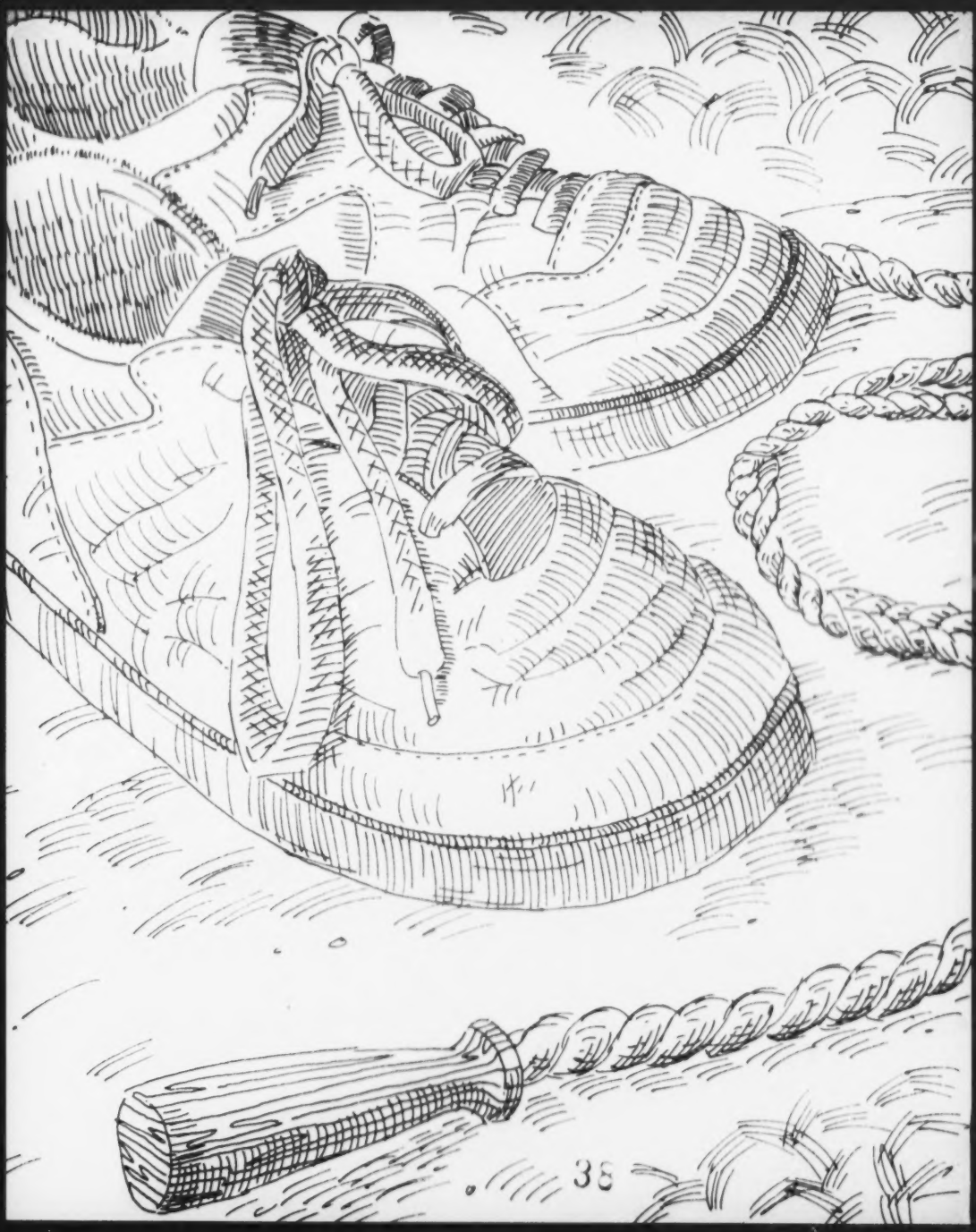
Yesteryear's approach to local history is so innovative the program has been recognized by the Ohio Historical Society. Created in 1986, the program features workshops run by older volunteers for fifth grade students. Each workshop includes a tour of the local historical museum, an overview of the county's history, and a hands-on session in which students complete craft projects related to the area and its history. Projects focus on quilting, candlemaking, leatherwork, genealogical research, or another craft practiced by the volunteer leading the workshop that day. Students receive handouts with information about the crafts they try. A ratio of no more than five students per volunteer ensures time for asking questions, sharing stories, and interacting with each other. Students write essays about their experiences and enter them into a countywide contest whose winners are honored at a special reception.

RESOURCES

Instructions for craft projects, sample evaluation forms, and other materials are available.

CONTACT

Susan Oliver or Alice Wolfe
Retired Senior Volunteer Program
Meigs County Council on
Aging, Inc.
P.O. Box 722
Pomeroy, OH 45769
(614) 992-2161



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STAYING HEALTHY

For some older people, declining health seems like an inevitable part of aging. They may feel that they're too old to start exercising. If cooking for one seems like too much trouble, nutrition can suffer. And as social isolation increases, mental health problems, such as depression, may develop or intensify. It doesn't have to be that way. As the following profiles illustrate, bringing the generations together can benefit everyone's health. Some programs focus on promoting health awareness among older people. Others provide students preparing for careers in health care with valuable insights. And in others, children and older people join in establishing healthy habits together.

Adults Health and Development Program

Developed in 1972 at the University of Maryland, the Adults Health and Development Program (AHDP) is a course for students and older people. The goal is to improve the health and well-being of the older participants and to increase students' understanding of aging.

Each student is paired with an older person in a long-term care facility. Each Saturday morning, the students learn about a different aspect of aging and then participate in a session with their older partners. Each joint session consists of exercise such as aerobics, dance, yoga, bowling, or swimming; a health education hour, lunch, and discussion. The course lasts nine weeks.

RESOURCES

A 15-minute, 16mm film is available for $50.00. Manuals and other written materials are available as part of a five-day training program.

CONTACT

Dan Leviton
Adults Health and Development Program
University of Maryland
HHP Building
College Park, MD 20742
(301) 405-2528

Coordinated College Student Involvement

According to the Foundation for Long-Term Care, learning about the elderly should be more than just an academic exercise. To enhance students' awareness of the social, political, and professional contexts of long-term care, the foundation sponsors internships that supplement students' classroom learning. As part of a seminar on long-term care, students intern at agencies serving frail elders. Participants compile case studies of the older people they visit and develop recommendations for program or policy changes.

The program requires close collaboration between colleges and long-term care facilities. Faculty members must

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be willing to develop the course and recruit students, and agencies must be capable of providing close supervision of the students.

Resources: An implementation manual is available for $12.00.

CONTACT
Carol Hegeman
Foundation for Long-Term Care
194 Washington Avenue
Albany, NY 12210
(518) 449-7873

Magic Mix

According to its proponents, the Magic Mix gives health care facility residents something that nursing and rehabilitation cannot. In fact, they think that the program should be seen as an essential part of patients' care plans. A collection of educational activities, the Magic Mix gives health care facility residents and students an opportunity to learn by interacting with each other.

At the beginning of the program, students attend a workshop designed to dispel age-related stereotypes and sensitize them to the physical and mental limitations sometimes associated with aging. After that, students are free to choose any of seven activities. These include an afterschool learning program, a service club, two history clubs, and computer work. At the end of the school year, participants take part in an intergenerational graduation.

RESOURCES
A free program brochure is available from Genesis Health Ventures.

CONTACT
Connie Wragge
Genesis Health Ventures
148 West State Street
Kennett Square, PA 19348
(215) 444-6350 or (800) 444-6353

Roar to Wellness

Roar to Wellness brings fourth graders and senior center participants together to explore health and aging issues. The program begins with an exchange of letters and photographs that serves as an introduction. The generations then meet for a four-part series of educational programs about nutrition, fitness, stress management, and substance abuse prevention. Activities include making nutritious snacks, dancing, discussing common feelings, and role-playing. All sessions emphasize the importance of making choices that positively affect health and well-being.

RESOURCES
A manual that describes the program and gives budget guidelines is available for $15.00.

CONTACT
Susan Snyder Drenning
Upper Arlington Senior Center
City of Upper Arlington
1945 Ridgeview Road
Upper Arlington, OH 43221
(614) 481-8829

Student Staffed Health Fairs

By planning and conducting health fairs for older people, undergraduate and graduate gerontology students promote health education and get a chance to apply their skills outside the classroom. Before they start, students receive training and an orientation. Designed to furnish health maintenance information, the health fairs include blood pressure and hearing tests, diabetes screenings, exercise sessions, demonstrations, and exhibits.

The health fair is held once each academic term and takes place in a different location each time. While raising awareness throughout the area, the changing location also makes the fair more accessible to the state's many rural elders.

RESOURCES
A copy of a journal article about the fair is available at no cost from the Program in Gerontology.

CONTACT
Clara Pratt
Program in Gerontology
Oregon State University
Milan Hall 322
Corvallis, OR 97331
(503) 737-4765

Adopt-a-Grandchild Program

According to the Adopt-a-Grandchild program, children whose grandparents are deceased or live far away, children from single-parent homes, and children with special needs can benefit by special attention from a surrogate grandparent. The program also works with children who are at risk of developing these characteristics. "Grandchildren" range in age from infancy to 16 years; volunteers are 50 or over.

Paired according to shared interests, volunteers and children spend a few hours each week participating in activities and outings and working toward established goals. Volunteer training, supervision, and ongoing evaluations ensure that each child's goals are met. Volunteers provide guidance and motivation, serve as positive role models, and exert a stable influence on the lives of their young partners. More formal supportive services, such as individual and family counseling, are also available to the children and their families.

RESOURCES

A brochure and volunteer handbook are available.

CONTACT

Andrea Whidden
Gulf Coast Jewish Family and Mental Health Services, Inc.
14041 ICOT Boulevard
Clearwater, FL 34620
(813) 538-7460

Family Friends

A national program, Family Friends brings people 55 and over into the homes of children with chronic illnesses or disabilities. Acting as surrogate grandparents, the volunteers assist the children and their families in a variety of ways. They can provide emotional support and information, tutor children, plan leisure activities, serve as advocates, provide personal care, teach self-help, and give respite to parents. Most volunteers visit twice a week for two to four hours. Volunteers make a nine-month commitment to the families they are matched with and receive a 60-hour training course and ongoing supervision from project directors.

The program has resulted in a number of spin-offs. One new program brings Family Friends into shelters for families and children. These volunteers assist children with their homework, help parents search for housing and employment, and intervene with landlords reluctant to rent to homeless people. Rural Family Friends focuses on rural families in distress. In this program, volunteers help young single mothers by teaching them skills of everyday living and alerting them to the range of community services available. JobStart trains older volunteers to help prepare adolescents with disabilities for work and independent living. Family Friends/Senior Aides for AIDS Babies and Families provide support and assistance to HIV positive children and their families at a New Jersey hospital.

RESOURCES
Written materials are available.

CONTACT
Miriam Charnow
National Council on the Aging, Inc.
409 Third Street, SW
Second Floor
Washington, DC 20024
(202) 479-6675

Foster Grandparent Program

Funded by the federal domestic volunteer agency, the Foster Grandparent Program gives older people the chance to serve children with special needs. After a 40-hour training program, volunteers are paired one-on-one with eligible children. Serving four hours a day five times a week, volunteers provide emotional support and act as positive role models for their young partners. More than 250 local Foster Grandparent programs are currently operating in the United States, the District of Columbia, Puerto Rico, and the Virgin Islands.

Children served include those with mental retardation, learning disabilities, physical impairments, and those who have been exposed to substance abuse, homelessness, and abuse and neglect. Teen parents, boarder babies, and children involved in the court system are also eligible. Volunteers are low-income adults 60 and older. They receive stipends, physical examinations, insurance, and transportation and meal assistance as needed.

RESOURCES
Written materials are available from ACTION.

CONTACT
Constance Burns
ACTION
1100 Vermont Avenue, NW
Washington, DC 20525
(202) 606-4849

Intergenerational Support System

Young parents often find it difficult to manage life with small children. With the Intergenerational Support System, help is available in the form of older volunteers. Screened by the program's staff, older volunteers are matched with families and spend four to ten hours a week with them. They may teach financial management and other skills, provide transportation, help with household activities, organize outings, or simply give emotional support. By reducing families' social isolation, the program also helps prevent child abuse and neglect. A caseworker supervises the volunteers.

RESOURCES
A program description and participant handbook are available.

CONTACT
Joan Howett
Children's Aid Society
of Montgomery County
1314 DeKalb Street
Norristown, PA 19401
(215) 279-2755

Partners in Time

A collaboration between Temple University's Center for Intergenerational Learning and its Institute on Disabilities, Partners in Time is designed to help families who have adopted children with special needs. The program matches adults 55 and over with eligible families. Volunteers offer companionship and support to children

and provide respite care that allows parents to take breaks outside the home. Volunteers contribute between two and 15 hours a week.

RESOURCES

A video, project brochure, and other written materials are available.

CONTACT

Adam Brunner
Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 787-6709

Project Caressing

According to the founder of a nonprofit organization called Our Ultimate Investment, anthropologists have found that societies that hold, soothe, and caress their infants enjoy lower rates of violence than societies that restrict contact to the mere essentials. In an attempt to bring such peace to our society, the organization created Project Caressing in 1978.

Based on the idea of reciprocal love, Project Caressing brings together older people and children aged two months to two years in special caressing rooms. Located in senior centers, day care centers, hospitals, libraries, community centers, nursing homes, and other locales, caressing rooms encourage older people to hold, rock, and otherwise interact with young children.

The program's goals are to cultivate intergenerational interaction, provide respite to parents, and nurture each participant's humanity.

A coordinator directs each caressing room site. Using public service announcements on radio and television, community newsletters, and fliers, each coordinator recruits seniors and parents. An orientation session allows parents to meet volunteers. Caressing rooms are usually open for two half-days each week.

RESOURCES

A program description and manual are available at no cost. A 30-minute VHS video is available for loan.

CONTACT

Laura Huxley or Piero Ferrucci
Our Ultimate Investment
6233 Mulholland Highway
Los Angeles, CA 90068
(213) 461-8248 or (213) 464-8024

Stride Rite Intergenerational Center

In 1990, Stride Rite corporation opened one of the first corporate-based intergenerational day care programs. Available to employees and members of the surrounding community, the Stride Rite Intergenerational Center provides on-site day care for both children and adult dependents. The center's goals are to strengthen families by providing a support system, to expand accessible day care options, and to increase public awareness of the need for new partnerships in day care.

Stride Rite, a college, and an elder services agency manage the program collaboratively. Future plans include the development of curricula describing intergenerational day care for use in primary, secondary, undergraduate, and graduate schools.

RESOURCES

A free program description and a report are available.

CONTACT

Karen Leibold
Stride Rite Intergenerational Center
5 Cambridge Center
Cambridge, MA 02142
(617) 491-8800

Time Out

Coordinated by the Center for Intergenerational Learning, Time Out gives people caring for frail or impaired elders opportunities for much-needed breaks. The program recruits and trains students from area colleges to provide in-home support to caregivers and their charges. Caregivers pay the students $6.00 an hour to supervise older relatives, engage them in recreational and social activities, help prepare meals, and provide similar services. By reducing caregivers' stress, the program helps combat elder abuse and neglect.

CONTACT
Carol Gonen
Center for Intergenerational Learning
Temple University
1601 North Broad Street
Philadelphia, PA 19122
(215) 787-6709

Volunteer Drivers

Run by the Children's Home Society of New Jersey, the Volunteer Drivers program provides transportation to abused and neglected children who have been removed from their homes by state protective services workers. Since 1990, older volunteers have escorted children from their foster homes to various appointments and to the Children's Home for supervised visits with their families.

Because the children often need comfort and emotional support during the trips, drivers work in pairs. This allows one volunteer to concentrate on driving while the other focuses on the child or children being transported. The Children's Home Society reimburses volunteers for their mileage and for any meals taken while providing the service.

RESOURCES
A program description and other written materials are available.

CONTACT
Donna Pressma
The Children's Home Society of New Jersey
929 Parkside Avenue
Trenton, NJ 08618
(609) 695-6274

DEVELOPING

JOB SKILLS

Young people can often use some extra help when the time comes to find a job. With their lifetimes of experience, older people can be the perfect source of such help. But in many cases, it is older people themselves who are job hunting. The profiles below detail programs for both groups. In some, young people develop job-search and employment skills. In others, older people receive training that will allow them to find jobs in the expanding field of child care.

Care Castle

Responding to the growing need for child care workers, Pikes Peak Seniors established a training and placement program for seniors in 1991. Funded through tuition, grants, donations, and some public assistance, the program consists of a 12-hour training session at a day care center called Care Castle. Training covers safety, hygiene, appropriate activities, and other essentials of child care. Of special interest are the ways in which child care ideas have changed since the seniors cared for their own children. During part of the training, participants spend time with Care Castle's children in an effort to decide upon the age group with which they would like to work. Once training is complete, the program places seniors in volunteer or paid positions at Care Castle or other facilities.

RESOURCES

A manual on training older volunteers in early childhood care is available.

CONTACT

Judy Priebe
Care Castle
Golf Acres Human Services Complex
1430 North Hancock
Colorado Springs, CO 80903-2621
(719) 473-6335

Elders and Children Helping Each Other

Funded by the Private Industry Council of Philadelphia, Elders and Children Helping Each Other (ECHO) provides training to older people interested in paying jobs in the field of child care. Open to people aged 55 or over, the program consists of 117 hours of training that prepares participants to work with infants, toddlers, preschoolers, and elementary-schoolers. ECHO helps participants secure jobs once they complete the training program.

RESOURCES

Written materials are available.

CONTACT

Gwen Dorman or Nancy Henkin
Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 787-6709

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Gramma's Day Care

Providing employment opportunities for older people and developing well-trained employees for child care centers are the twin goals of Gramma's Day Care. To achieve these aims, Gramma's Day Care trains and employs older people to provide child care to children ranging in age from six-weeks to five-years-old.

Drawing many of its participants from the Senior Community Service Employment Program funded by the Older Americans Act, Gramma's Day Care provides a 20-hour training course. Additional training is required for participants who plan to focus on children with special needs, such as those at risk of sudden infant death syndrome. Once trained, participants work at Gramma's Day Care or at other area facilities. Comprised of three centers, Gramma's Day Care features a staff that is almost exclusively made up of people who are 50-years-old or older.

RESOURCES

A program description and infant stimulation curriculum are available from Gramma's Day Care. Evaluation results are available by writing to the National Association on the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009 or calling (202) 232-8777.

CONTACT

John Carroll
Gramma's Day Care
Senior Citizens Services
203 Beale, Suite 300
Memphis, TN 38103
(901) 575-0600

Intergenerational Work/Study Program

The Intergenerational Work/Study Program places high school students at risk of dropping out of school into work/study programs at local senior centers and nursing homes. Students work up to 15 hours a week serving seniors directly and helping staff with a variety of responsibilities. Activities include meal preparation, art and exercise classes, and group trips. Students also participate in weekly meetings with their work/study teachers and their supervisors as a way of reflecting on their experiences, learning about aging, and exploring employment opportunities.

Students receive academic credit and, in one of the program's two variations, a stipend. The program's "no school, no work" policy gives students an incentive to remain in school; the well-structured work experience prepares them for post-graduation jobs. Established in 1987, the program receives funding from city agencies, private foundations, and corporations.

RESOURCES

A video, a guide called Between Friends: Creating Intergenerational Work/Study Programs for Youth at Risk and Older Adults, and sample administrative forms are available.

CONTACT

Kevin Brabazon
Department for the Aging
City of New York
2 Lafayette Street
New York, NY 10007-1392
(212) 577-0264

Teamwork

Teamwork trains older volunteers to coach young people with learning disabilities, physical impairments, sensory limitations, or mild retardation as they seek employment. Paired according to shared interests, participants work together to develop the young person's job skills and general employability. The program's goals are to help disabled youths find employment, give older volunteers service opportunities, and provide employers with productive, dependable employees. Since its beginnings in 1986, the program has helped many participants find meaningful jobs.

RESOURCES

A project handbook, a mentor's handbook, a brochure, and other materials are available.

CONTACT

Robert Silber
Foundation for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-1054

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SERVING THE COMMUNITY

Stereotypically, volunteers are older people with time on their hands. Free from the demands of family and workplace, they can devote their time to helping others. But according to a recent study, America's young people are giving unprecedented amounts of their time to volunteerism. In at least one state, community service is now a requirement for graduation from the public school system. In many of the programs described below, young people provide services to their older neighbors. In others, older people help younger people. And in others, young and old work together in service to their communities.

City Volunteer Corps

Modelled on the Peace Corps, the City Volunteer Corps enlists young people to serve in communities throughout New York City. Volunteers, who range in age from 16 to 20, receive training and work in full-time or part-time teams made up of about a dozen people. Although the corps tackles a wide range of projects, its intergenerational programs are perhaps the most successful. Volunteers escort older people to medical appointments and on shopping trips, deliver meals, and assist with daily chores. In hospitals and nursing homes, volunteers provide individual attention and help with recreation and therapy. While promoting intergenerational friendship, the program also breaks down cultural barriers and helps participants rebuild a sense of shared community.

CONTACT
Alex Dubow
City Volunteer Corps
838 Broadway
New York, NY 10003
(212) 475-6444

Hidden Treasure

Created as part of Oklahoma's diamond jubilee celebration, Hidden Treasure: Our Heritage—New Horizons uses intergenerational teams to explore little-known aspects of community life. Made up of a parent or community leader and at least one youth, each team investigates the people, places, and events that represent neighborhood heritage. Tapes, videos, essays, slide-tape presentations, and live demonstrations preserve local heritage. The program hopes to create positive interaction between young and old, enhance leadership skills, and encourage community involvement. Although the program's original funding came from the National Endowment for the Humanities, collaboration with community organizations now keeps the program thriving.

RESOURCES

A 17-minute video about the program's use in the classroom is available. Contact Walker Vision Interarts at P.O. Box 22533, San Diego, California, 92122 or (619) 458-0556 for information about cost and ordering. Other materials are available from the Community Education Center.

CONTACT

H.F. Donnelley
Community Education Center
Oklahoma State University
309 Gunderson Hall
Stillwater, OK 74078
(405) 744-7244

Intergenerational Project

The Intergenerational Project helps older people retain their independence by enlisting the support of high school and college students. Since the program's inception in 1978, students have been spending two or three hours a week during the school year performing a variety of tasks. Volunteers help older people shop for groceries, maintain their yards, prepare meals, and do light housework. Volunteers share updates at monthly meetings.

RESOURCES

A 12-minute video and written materials are available.

CONTACT

Independent Aging Program
Catholic Charities
2625 Zanker Road
San Jose, CA 95134-2107
(408) 944-0275

Magic Me

The mission of MAGIC ME is to motivate and educate youth through long-term service to older persons, and the developmentally and physically disabled. MAGIC ME works with school children directly in all schools, public and private. MAGIC ME also trains volunteers in other organizations, such as the Girl Scouts and the National Council of Jewish Women, to administer the program. MAGIC ME enables youth to discover the pleasure that can come from affecting positive change in others around them. The program operates in eight local education agencies in the State of Maryland, as well as in 27 cities across the U.S. and Europe.

RESOURCES

MAGIC ME publishes a quarterly newsletter and has a video available describing the program. Regional training meetings are scheduled.

CONTACT

Alfred de la Cuesta
MAGIC ME
808 N. Charles Street
Baltimore, MD 21201-5318
(410) 837-0900

Serve Our Seniors

Serve Our Seniors encourages high school-aged volunteers to undertake minor home repair and preventive maintenance tasks for older people in their communities. Students receive training about aging as well as home repair and safety. Once an older person contacts Serve Our Seniors for help, the program director assigns a team to tackle the problem. Teams are generally comprised of three students and a volunteer advisor who is often a senior citizen.

Inaugurated in 1988, the program has resulted in some spin-offs. In one school, the program is part of a community education class. In another, the program operates as an after-school club. The Resource Center for the Elderly coordinates the program in collaboration with the school district and community service groups.

RESOURCES

Training guides and program policies are available.

CONTACT

Maureen Statland
Township High School
District 214 Community Education
2121 South Goebbert Road
Arlington Heights, IL 60005
(708) 364-8689

Student Housing Alternative with Rural Elders

Initiated in 1987, Student Housing Alternative with Rural Elders (SHARE) matches university students who need housing with older homeowners. In exchange for reduced or waived rent, students provide a variety of services. For the older people, shared housing can mean

help with home maintenance, household chores, and errands as well as security, companionship, and additional income. For the students, it means reduced costs and friendship with older people who can provide a different perspective on the college experience.

A coordinator at a local senior center interviews potential participants, provides students with materials designed to sensitize them to the needs of older homeowners, arranges matches, and provides ongoing counseling and support. Potential matches are introduced to each other before committing themselves to the program; a trial period provides a test of compatibility. A back-to-school picnic and a holiday party allow participants, staff, and SHARE's advisory board to get to know each other. Because SHARE operates as a club, the program receives funding from the university.

RESOURCES

A program description is available at no cost; a manual is available for $7.00.

CONTACT

Sharon Stazetski
California Senior Center
750 Orchard Street
California, PA 15419
(412) 938-3554

Youth and Elderly Against Crime

In Florida, a day in May is now officially designated "Youth and Elderly Against Crime Day." Part of Dade County's Intergenerational Law Advocacy Program, the Youth and Elderly Against Crime program began in 1990. Designed to improve the quality of life in the community and encourage cooperation between young and old, the program is the result of a task force of students, senior citizens, and law enforcement officials working together on a long-range plan to combat crime.

The program pairs high school students and senior citizens who come together in groups to conduct surveys aimed at identifying specific community concerns. Participants then create plans that address these concerns and work to implement them. Participants also lobby members of the state legislature for such changes as stiffer penalties for crimes that take place in or near older citizens' homes.

RESOURCES

Written materials are available.

CONTACT

Ramona Frischman
Intergenerational Law
Advocacy Program
Department of Community
Participation
Dade County Public Schools
1450 Northeast 2nd Avenue,
Room 217
Miami, FL 33132
(305) 995-1215

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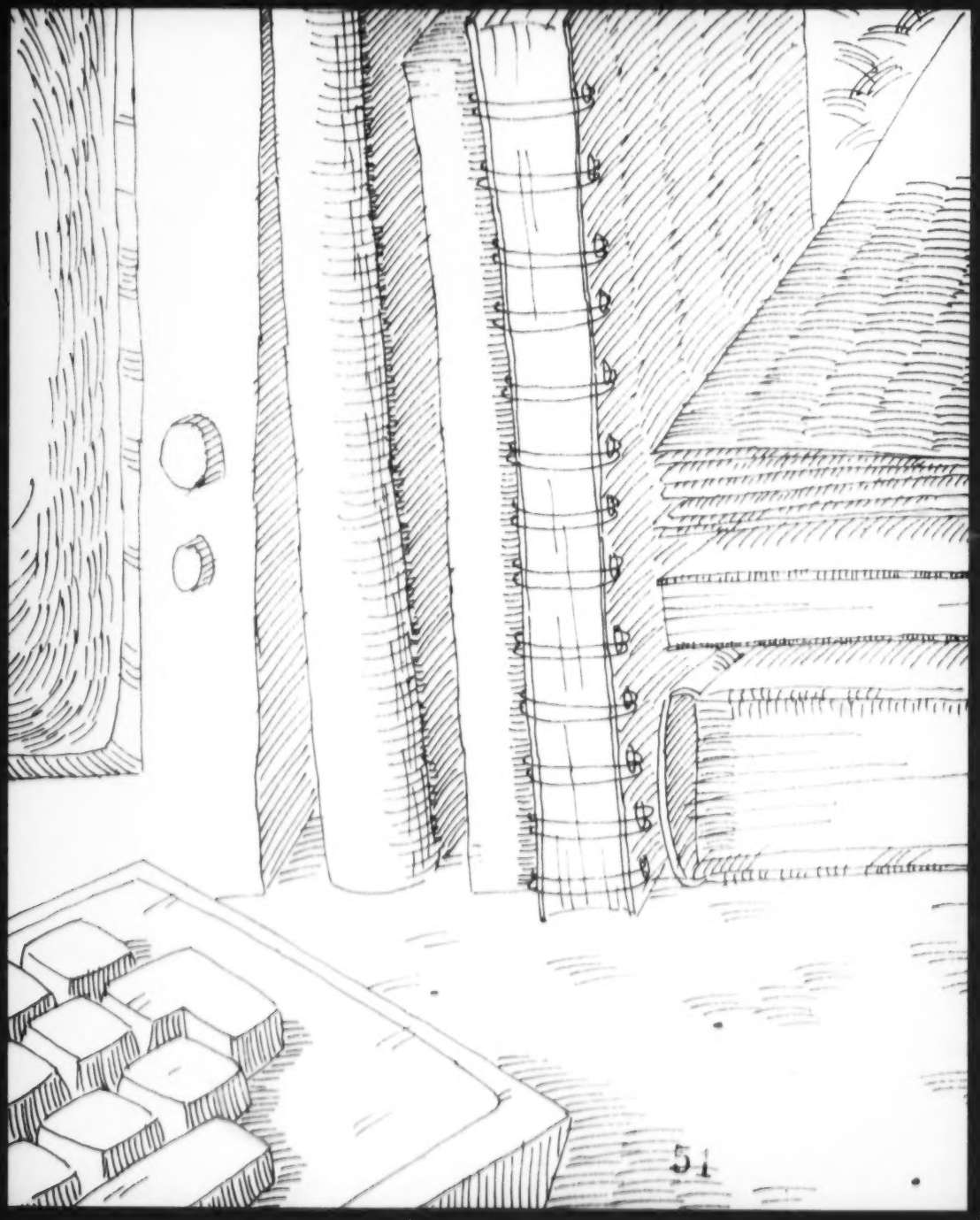

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RESOURCES

Most of the profiles in the preceding section end with a list of resources available from each sponsoring organization. You may, however, need more general information to establish a new intergenerational program or enhance an existing one. In this section, you will find a list of organizations involved in intergenerational efforts. A bibliography of some of the most important publications in the field points you toward a more general understanding of the intergenerational movement. And a brief listing of clearinghouses gives you a way to connect electronically with others in the field.

ORGANIZATIONS

Organizations all over the country are becoming involved in intergenerational efforts. The following list represents some of the major groups that are currently operating programs or publishing research. They can provide information about intergenerational programming in general as well as more specific data about the programs they sponsor. Local affiliates of organizations like the American Red Cross, Boy Scouts, and Girl Scouts can also provide information. Before starting a new program, contact your state unit on aging or local area agency on aging for information about programs already available in your area.

4-H Youth Programs
Extension Service
United States Department of Agriculture
Washington, DC 20250
(202) 447-6536

Abell Foundation, Inc.
210 North Charles Street
Baltimore, MD 21201
(410) 547-1300

American Association of Homes for the Aging
901 E Street, NW
Suite 500
Washington, DC 20004-2037
(202) 783-2242

American Association of Retired Persons
601 E Street, NW
Washington, DC 20049
(202) 434-6070

American Association of Retired Persons Talent Bank
601 E Street, NW
Washington, DC 20049
(202) 434-3219

Asociacion Nacional Pro Personas Mayores
3325 Wilshire Boulevard, Suite 800
Los Angeles, CA 90010
(213) 487-1922

Bi-Folkal Productions, Inc.
809 Williamson Street
Madison, WI 53703
(414) 964-2846

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107-1510
(215) 787-6709

Brookdale Foundation Group
126 East 56th Street
New York, NY 10022-1668
(212) 308-7355

Broomdale Child Development Council, Inc.
P.O. Box 880
Binghamton, NY 13902-0880
(607) 723-8373

Center for Intergenerational Learning
Temple University
1601 North Broad Street
Room 206
Philadelphia, PA 19122
(215) 787-6709

Center for Understanding Aging
200 Executive Boulevard, Suite 202
P.O. Box 246
Southington, CT 06489-0246
(203) 621-2079

Center on Rural Elderly
University of Missouri
5245 Rockhill Road
Kansas City, MO 64110-2499
(816) 235-2180

Clearinghouse on Intergenerational Programs and Issues
Retired Senior Volunteer Program of Dane County, Inc.
540 West Olin Avenue
Madison, WI 53715
(608) 256-5596

Coalition for America's Children
1710 Rhode Island Avenue, NW
Washington, DC 20036
(202) 857-7829

Creative Grandparenting, Inc.
609 Blackgates Road
Wilmington, DE 19803
(302) 479-5759

Elvirita Lewis Foundation
Airport Park Plaza
255 El Cielo Road, Suite 1444
Palm Springs, CA 92262
(619) 397-4552

Future Homemakers of America
1910 Association Drive
Reston, VA 22091
(703) 476-4900

Generational Resources Exchange
Reading Public Library
5th and Franklin Streets
Reading, PA 19602
(215) 374-4540

Generations Together
Intergenerational Resource Center
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150

Generations United
c/o Child Welfare League of America
440 First Street, NW, Suite 310
Washington, DC 20001
(202) 638-2952

Gerontology Program
Social Science Research
Northern Illinois University
DeKalb, IL 60115
(815) 753-1000

Head Start
Office of Human Development Services
Administration for Children, Youth, and Families
United States Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013
(202) 755-7782

Illinois Intergenerational Initiative
Southern Illinois University
Anthony Hall 104
Carbondale, IL 62901
(618) 453-1186

Interages
Montgomery County Intergenerational Resource Center
9411 Connecticut Avenue
Kensington, MD 20895
(301) 949-3551

Let's Link Ages in Virginia
Counseling Services
Northern Virginia Community College
3001 North Beauregard Street
Alexandria, VA 22311-5097
(703) 845-6301

Lifespan Resources, Inc.
1212 Roosevelt
Ann Arbor, MI 48104
(313) 663-9891

Mainstream, Inc.
P.O. Box 47054
Topeka, KS 15260
(913) 266-6422

Menninger Child Care Center
P.O. Box 829
Topeka, KS 66601
(913) 273-7500

National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009-5786
(202) 232-8777

National Association of Partners in Education
209 Madison Street, Suite 401
Alexandria, VA 22314
(703) 836-4880

National Caucus and Center on Black Aged, Inc.
1424 K Street, NW, Suite 500
Washington, DC 20005
(202) 637-8400

National Council on the Aging, Inc.
409 Third Street, SW, Suite 200
Washington, DC 20024
(202) 479-1200

National Hispanic Council on Aging
2713 Ontario Road, NW
Washington, DC 20009
(202) 745-2521

National Indian Council on Aging
6400 Uptown Boulevard, NE
Suite 510W
Albuquerque, NM 87110
(505) 888-3302

National Pacific/Asian Resource Center on Aging
Melbourne Tower
1511 Third Avenue, Suite 914
Seattle, WA 98101
(206) 624-1221

National Resource Center on Minority Aging Populations
Center on Aging
College of Health and Human Services
San Diego State University
San Diego, CA 92182-0273
(619) 594-6765

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722
National VOLUNTEER Center
1111 North 19th Street, Suite 500
Arlington, VA 22209
(703) 276-0542

NYSigN
c/o Federation of Protestant Welfare Agencies
1 Whitehall Street, 6th Floor
New York, NY 10004
(212) 425-7060

New York Community Trust
415 Madison Avenue
New York, NY 10017
(212) 686-0010

New York State Intergenerational Network
c/o Federation of Protestant Welfare Agencies
1 Whitehall Street, 6th Floor
New York, NY 10004
(212) 425-7060

Older Women's League
730 West 11 Street, NW, Suite 300
Washington, DC 20001
(202) 783-6686

Pekin Public Library
Public Services
301 South 4th Street
Pekin, IL 61554-4284
(309) 347-7111

PennSERVE
The Governor's Office of Citizen Service
1304 Labor and Industry Building
Harrisburg, PA 17120
(800) 932-0784

Public/Private Ventures
399 Market Street
Philadelphia, PA 19106-2178
(215) 592-9099

Retired Senior Volunteer Program
ACTION
6th Floor
1100 Connecticut Avenue, NW
Washington, DC 20525
(202) 606-4853

United States Administration on Aging
Department of Health and Human Services
330 Independence Avenue, SW
North Building
Washington, DC 20004-2037
(202) 472-7222

PUBLICATIONS

As intergenerational programming increases, so does the number of publications in the field. The following list represents a sampling of the writings available. See the "Organizations" section for the addresses and telephone numbers of the organizations that publish these works. Your local librarian can help you find other titles.

Abell Foundation, Inc.
Mentoring Manual: A Guide to Program Development and Implementation.
Baltimore, MD: Abell Foundation, Inc.

American Association of Homes for the Aging.
Volunteer Service Programs Reported by Facilities That Are Members of the American Association of Homes for the Aging.
Washington, DC: American Association of Homes for the Aging, 1991.

American Association of Retired Persons.
"Becoming a School Partner: A Guide for Older Volunteers."
Washington, DC: American Association of Retired Persons.

Education Projects Idea Book: A Guide for Volunteers.
Washington, DC: American Association of Retired Persons.

Becoming A School Partner: A Guide for Organizing Intergenerational Partnerships in Schools.
Washington, DC: American Association of Retired Persons.

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INDICES

The following indices allow you to access the profiles in this book by the age group being served, or by the state in which they are located.

AGE GROUP SERVED

Many intergenerational programs target a specific group. Older people, for instance, may be intent on improving children's reading skills. Or high school students may want to set up a chore service to help older homeowners maintain their independence. Of course, most intergenerational programs benefit everyone involved in them. This index will help you access programs no matter what age group you're targeting.

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STATE DIRECTORY

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Most of the sponsors of the programs described in this book welcome visits from people interested in replicating their intergenerational efforts. Use this index to find projects near you.

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